Aboriginal Education Enhancement Agreement Annual Report 2011 - 2012

"We envision Aboriginal students who are successful and confident; have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges honours and respects, the diverse culture of our Aboriginal students, families and Elders."

Revelstoke Board of Education

We respectfully honour and acknowledge Aboriginal people, recognizing that our students come to us with Aboriginal ancestry from a variety of ancient homelands.

Foreword

Revelstoke is located on the Trans Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of 7,250. Our school district serves approximately 1040 full-time equivalent students in four elementary schools and one high school, all within the city of Revelstoke. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately eleven percent of our student population is of Aboriginal descent, most of who are non-status.

The Aboriginal Education Enhancement Agreement Annual Report reviews the implementation of the Aboriginal Education Enhancement Agreement and the resultant success of Aboriginal students in our district. By acknowledging and evaluating where we are in the process, we can continue to work and make improvements to the programs we are offering throughout the District, with the goal of improving the achievement levels of Aboriginal students. Collaboration and open communication allows the Aboriginal Education Advisory Committee to focus on student achievement and continuation in sharing responsibility for Aboriginal learners.

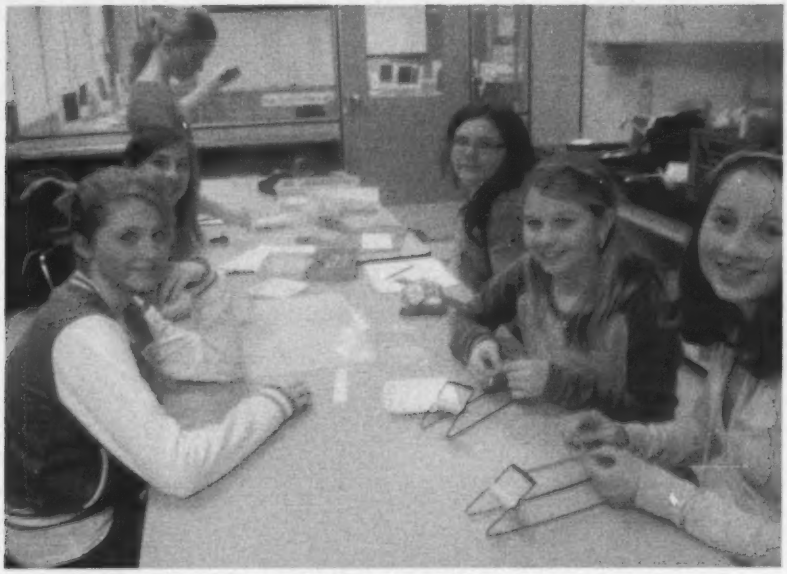
Background of our Enhancement Agreement

The Revelstoke Board of Education has been fortunate to have a long standing Aboriginal Education Advisory Committee that works with high levels of collaboration and consensus. Two members of our committee have contributed since its inception November 19th, 1996. The committee works hard to honour the traditional teachings and wisdom of our Elders, the unique qualities of all of our Aboriginal students and the history and culture of the nations' territory on which we reside. Historically this committee has guided expenditures, programs and services supported by the Ministry of Education and directs the enhancement agreement implementation process and annual report.

The Aboriginal Education Advisory Committee

Our Enhancement Agreement represents a commitment between the School District of Revelstoke and the Aboriginal community to communicate and collaborate with the shared goal of improving the educational achievement of all Aboriginal students. Thank you to the committee for the contributions to the lives of our students!

Committee Person	Connection
Lynne Barisoff	Supervisor of Aboriginal Student Services
Michelle Cole	Aboriginal Education Advisory Committee Member
Anne Cooper	Superintendent of Schools, School District #19
Bryan Dubasov	Trustee, Board of Education
Mauro Morrone	Trustee, Board of Education
Lisa Moore	Elementary Aboriginal Student Assistant
Trish Smillie	District Principal of Aboriginal Education
Margaret Verhaeghe	Aboriginal Education Advisory Committee Chairperson
Tabatha Jones	Aboriginal Education Committee Member

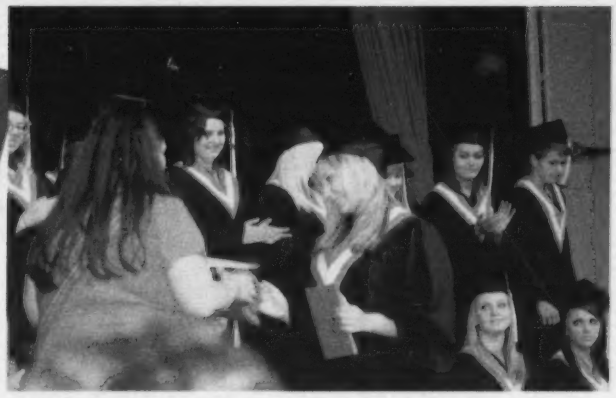


Beading Making at Arrow Heights Elementary

In the Aboriginal Education Support block, my classmates and I have a chance to connect through our Aboriginal relations. I enjoy class because we get our work done, and are able to learn more about our ancestry.

- Gr. 10 Student

Future Generations



Grade 12 Graduation 2011

Aboriginal Student Enrolment

In British Columbia, an Aboriginal student is one who self-identifies (or is identified by parents or guardians) as being of Aboriginal ancestry. The term *Aboriginal* consists of people of First Nations, Metis, Inuit, Non-status and Status off-reserve.

In Revelstoke, Aboriginal ancestry is identified on a voluntary basis. By self-identifying, additional school-based programs may be offered.

The statistics for 2011 Enrolment Report as reported on September 30, 2011 are as follows:

Category	September 30, 2011
Aboriginal Ancestry Total	117 students, 11% of total enrolment

Revelstoke Secondary School Field Trip to Vancouver

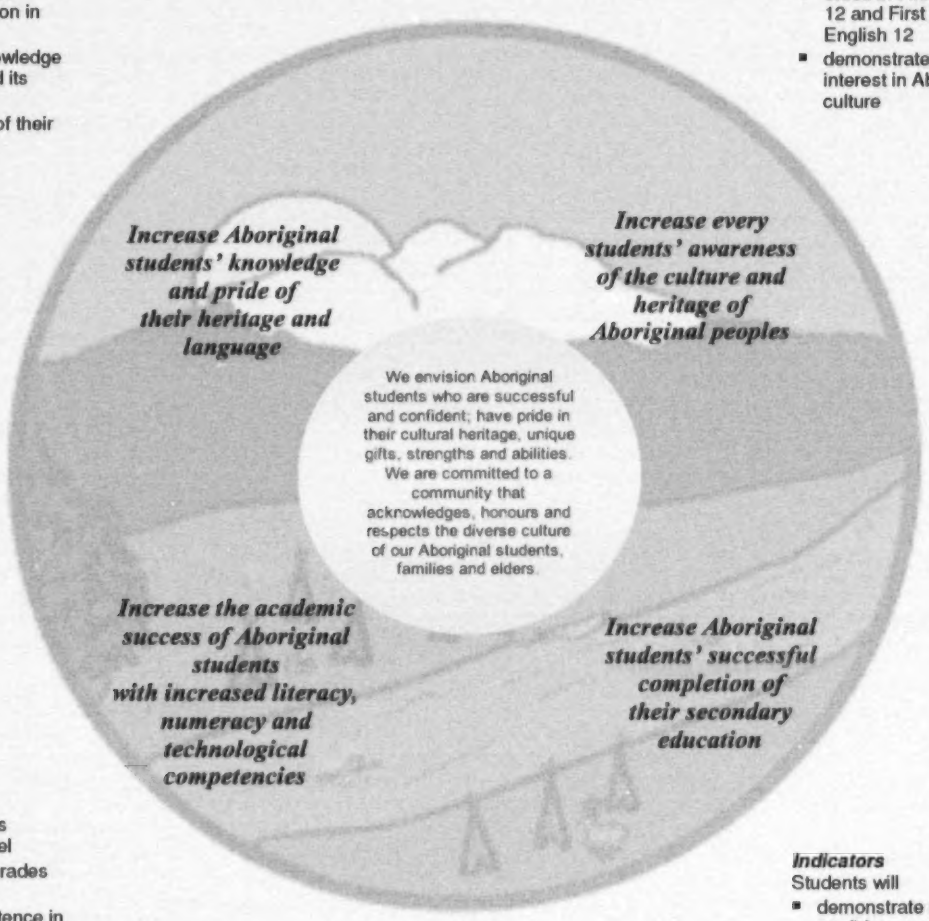
I really love my Aboriginal class because I can be myself and nobody judges me. The trip to Vancouver was the best trip I have ever been on because it was so much fun.

- Gr. 8 Student

Mission Statement, Goals, and Indicators

Indicators
Students will
- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Indicators
Students will
- participate in Aboriginal events
- enroll in First Nations 12 and First Peoples English 12
- demonstrate an interest in Aboriginal culture


Increase Aboriginal students' knowledge and pride of their heritage and language
Increase every students' awareness of the culture and heritage of Aboriginal peoples
We envision Aboriginal students who are successful and confident; have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse culture of our Aboriginal students, families and elders.
Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies
Increase Aboriginal students' successful completion of their secondary education

Indicators
Students will
- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the primary grades
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Math 12, English 12 and First Peoples English 12

Indicators
Students will
- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate, or Adult Dogwood Diploma

Highlights

Academic Support at Mount Begbie Elementary

Recess Club at Arrow Heights Elementary

Revelstoke Secondary School Students at the Museum of Anthropology, Vancouver

Carousel of Nations

Aboriginal programming at Mountain View Elementary

Aboriginal Education Lunch Club at Columbia Park Elementary

> Making a banner was an opportunity I probably would never get again.
>
> – Gr. 10 Student

Goal: Increase Aboriginal students' knowledge and pride of their heritage and language.

Commitment Statement

To increase Aboriginal students' knowledge and pride of their heritage and language, we are committed to

- enabling Aboriginal students to learn about and share their cultures with others
- building closer connections with Aboriginal families and communities
- inspiring and providing opportunities for all educators to become familiar with Aboriginal content, resources and strategies

Indicators

Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Evidence

- ratio of participants in the blanket/sash presentation at the graduation ceremony

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students who participate in the Blanket/Sash Ceremony	2007/2008: 10 of 10 2008/2009: 10 of 10 2009/2010: 9 of 9 2010/2011: 5 of 5

- ratio of students who will identify their heritage

Performance Indicators / Evidence	Results
# of Aboriginal students in grades K-7 who identify their heritage	2009/2010: 50 of 63 2010/2011: 36 of 73 2011/2012: 41 of 73
# of Aboriginal students in grades 8-12 who identify their heritage	2009/2010: 19 of 39 2010/2011: 26 of 44 2011/2012: 24 of 44

Strategies

- enhanced process for self identification during registration
- develop a parent and student information brochure
- develop information regarding self-identification
- distribute information to individuals regarding heritage

- provide educational experiences and opportunities for students to learn about their heritage
- identify local resources/people
- develop student genealogies
- determine the language needs of students
- actively encourage Elder mentorship

Outcomes

- number of individuals identifying their heritage is increased
- number of students involved in events is recorded
- a list of Aboriginal resources is developed
- a list of individual's Aboriginal heritage is developed
- ancestry information guides resource development
- Elder presence in schools

The Aboriginal Education Support Block at Revelstoke Secondary School

Goal: **Increase every students' awareness of the culture and heritage of Aboriginal peoples**

Commitment Statements

To increase all students' awareness of the culture and heritage of Aboriginal peoples, we are committed to

- engaging all students in learning opportunities; showcasing and interpreting Aboriginal cultures and heritage

Indicators

Students will

- demonstrate interest and gain knowledge of Aboriginal cultures
- participate in activities that increase awareness
- enroll in First Nations12 and First Peoples English 12

Evidence

- description of events that provide for inclusive participation

Elementary Activities	Secondary Activities	First Nations 12 Activities	Community Activities
• Canada Flag Day and Louis Riel Day • National Day of Healing and Reconciliation • National Aboriginal Day Potluck	• Career Fair to Vancouver through the support of National Aboriginal Achievement Awards Foundation • Anti-racism campaign during month of March • Role modeling program with elementary class • Aborignal support block all year long during block 8- bannock making, elder in, beading, smudge ceremony, pine needle baskets, talking circle, meditation • Smudge in Support block class and student classes • Recognition of the 4 nations at school opening ceremony • Breakfast for Learners program • Fruit and vegetables program • Scholarships to students recognized at blanket/sash ceremony at grad • One on one support • Scholarship information • Band post secondary funding information • Student support • Parent contact regarding Aboriginal events and opportunities for students/families • Two students taking the First Nations Culture and Aboriginal Identity Exploration course	• Medicine wheel • Pine needle baskets • George Littlechild art project • Oral narratives • Taking circle • Meditation	• Carousel of Nations

- enrolment in First Nations 12 and First Peoples English 12

Year	First Nations 12 Students	First Peoples English 12	Total Grade 12 Enrolment
05/06	19	n/a	121
06/07	45	n/a	107
07/08	29	n/a	86
08/09	35	0	91
09/10	28	0	93
10/11	18	0	81

Strategies

- provide a broad range of events
- actively facilitate Elder/student mentorship opportunities
- continue to offer First Nations 12
- promote First Peoples English 12
- invite Aboriginal author in to do Book Talk/Sharing
- provide Aboriginal club at recess and lunch at elementary schools
- showcase Aboriginal posters, displays, announcements and awards
- update School District website link – minutes, Enhancement Agreement
- develop Aboriginal Education newsletter items for school newsletter
- continue presentations at elementary assemblies
- recognition of aboriginal protocol at key district events
- Aboriginal student presentations/ performances
- solicit student feedback regarding activities

Outcomes

- event held for all grade levels
- multi-age activities facilitated
- course completion rate in First Nations 12 reviewed
- First Peoples English 12 at Revelstoke Secondary School promoted
- provide a rich visual presence in schools
- update website with engaging visuals
- Aboriginal Education newsletter inclusions for each season (fall, winter, spring)
- monthly presentations at each elementary school
- Aboriginal protocol at special events: Elementary- Christmas concert, awards. Secondary-graduation, awards day, groundbreaking, National Day of Healing and Reconciliation, and Aboriginal Day.
- Aboriginal Education presentations and performances during assemblies
- survey students in grade 3-10 regarding activities using Survey Monkey and focus groups

Goal: Increase Aboriginal students' successful completion of their secondary education

Commitment Statements

To increase Aboriginal students' successful completion of their secondary education, we are committed to

- supporting the social, emotional, cognitive, physical and spiritual individuality of Aboriginal students
- welcoming family involvement through a variety of activities
- acknowledging and embracing Aboriginal students' successes

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education, training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate or Adult Dogwood Diploma

Evidence

- ratio of Aboriginal students who transition to a higher grade

		District	
Transition to a higher grade from:	School Year	Total Students in Grade	Transition #
Grade 7	06/07	7	7
	07/08	11	11
	08/09	12	11
	09/10	10	10
	10/11	11	11
Grade 10	06/07	13	10
	07/08	9	6
	08/09	10	8
	09/10	8	8
	10/11	9	9
Grade 11	06/07	13	10
	07/08	9	8
	08/09	10	8
	09/10	10	10
	10/11	7	5

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students pursuing post-secondary education	2009/2010: 4 of 10 2010/2011: 2 of 5

- numbers of Aboriginal students who graduate with a Dogwood Diploma or a school completion certificate

Year	Total # of Aboriginal Students	Students Achieving a Dogwood	Students Achieving a School Completion Certificate	Adult Dogwood
03/04	7	6	n/a	n/a
04/05	11	6	1	n/a
05/06	15	10	1	n/a
06/07	13	11	1	n/a
07/08	10	8	1	1
08/09	13	10	n/a	n/a
09/10	10	7	1	2
10/11	7	5	n/a	n/a

Strategies

- provide teacher in-service related to self-esteem, confidence, instructional strategies, etc.
- support students individual strengths
- determine individual student's motivation and passions
- provide individualized support to students
- broaden awareness of what is available – career awareness; financial supports; application processes, etc.
- provide advocacy as necessary
- assist with applications
- ensure all Aboriginal youth have wrap around support services to be successful

Outcomes

- teacher in-service per school year
- student attendance reports reviewed
- strength attendance reports reviewed
- opportunities for one-to-one interaction to determine motivation and passion
- support is provided as needed for each student based on identification screening
- meeting with Aboriginal Support Worker and administration to discuss student needs

- attendance by Aboriginal students at post-secondary and career fairs
- links provided on Revelstoke Secondary School website to assist transitioning beyond high school
- students research and generate links to assist goal setting, and provide enhanced career, financial links on Revelstoke Secondary School website
- a regular summary of advocacy efforts
- track and report assistance with application annually
- number of eligible graduates is increased
- graduation completion rates is increased
- anecdotal data collected for non-graduates to assist with planning
- ratio of Aboriginal students who have made an application for a scholarship/bursary or made an application for post secondary education/training.

Students learning at Mount Begbie Elementary

Goal: **Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies**

Commitment Statements

To increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies, we are committed to:

- identifying and addressing the individual wants and needs within each of our Aboriginal student's context.
- nurturing self-motivation to enhance individual successes.

Indicators

Students will:

- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Applications or Principles of Math 12, English 12 and First Peoples English 12

Evidence

- ratio of Grade 3 students reading at grade level

Performance Indicators / Evidence	Results
District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3	2006/2007: 7 of 8 2007/2008: 6 of 9 2008/2009: 5 of 7 2009/2010: 8 of 9 2010/2011: 8 of 8 2011/2012: 8 of 8

- ratio of Grade 7 students reading fluently

Performance Indicators / Evidence	Results
District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7	2006/2007: 7 of 7 2007/2008: 8 of 10 2008/2009: 6 of 10 2009/2010: 9 of 11 2010/2011: 10 of 12 2011/2012: 7 of 9

> What I like the best about Aboriginal Education is the experiences and the new people I get to meet!
>
> - Gr. 10 Student

- *ratio of Grade 7 students meeting or exceeding numeracy* expectations on the Foundations Skills Assessment

School Year	# of Aboriginal Students Assessed	# of Aboriginal Students Meeting or Exceeding Expectations
06/07	7	5
07/08	8	7
08/09	12	10
09/10	10	7
10/11	12	7
11/12	7	2

- successful completion of Math and English at the Grade 12 level

			District	
Subject	School Year	# of Aboriginal Students	# of Aboriginal Students C- (Pass) or Better	# of Aboriginal Students C+ (Good) or Better
English 10	06/07	11	8	4
	07/08	12	11	5
	08/09	9	9	5
	09/10	5	4	1
	10/11	8	8	5
English 12	06/07	8	8	5
	07/08	6	6	4
	08/09	7	7	5
	09/10	3	0	3
	10/11	8	8	6
Mathematics 12	06/07	3	3	2
	07/08	1	1	0
	08/09	4	4	2
	09/10	1	0	1
	10/11	3	3	1

Strategies

- provide individualized support
- provide in-service to staff regarding effective uses for technology
- facilitate on-line learning regarding culture and language
- develop technological competencies to support aboriginal programs
- ensure students have pre-requisite skills

Outcomes

- students demonstrate meeting grade level reading levels on PM Benchmarks
- students meeting grade level reading levels on Grey Oral Reading Test
- students meeting or exceeding grade level achievement on end of year report cards
- students achieving C+ or better on end of grade 7 report card marks
- technology in-service provided for staff
- develop a list of suitable sites of Aboriginal resources for students
- technology is integrated and in Aboriginal programming
- monitor completion of the following graduation completion courses: English10, Application and Workplace Math 10, Foundations of Math 10
- students are aware of course pathing in grades 10–12

Role Modelling by Revelstoke Secondary School Students at Columbia Park Elementary

Summary

The 2011-2012 Aboriginal Enhancement Annual Report is intended to provide an overview of the implementation of our Enhancement Agreement during the 2011 - 2012 school year. This report has been prepared to communicate and create an ongoing awareness of the Aboriginal Enhancement Agreement, to establish targets and develop an annual work plan. This process reflects an opportunity to renew our commitment to Aboriginal students and to improving their experiences and achievement in School District No. 19. The evidence of our success can only truly be seen in the success of our Aboriginal students.

Students at the National Aboriginal Achievement Awards

"Let us learn what we forgot."

- Gr. 10 Student